

ARI TECHNICAL REPORT
TR-77-A12 ABC

THE DEVELOPMENT AND TRIAL EVALUATION
OF ALTERNATE PROGRAMS FOR
UNIT TRAINING MANAGERS AND TRAINERS:

APPENDIX A, PERFORMANCE OBJECTIVES
APPENDIX B, COMPREHENSIVE PERFORMANCE TESTS
APPENDIX C, MINIATURIZED PERFORMANCE/KNOWLEDGE TESTS

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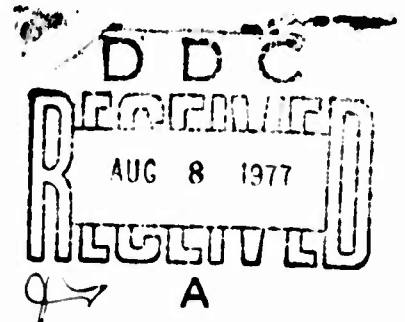
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19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Training manager Performance-based training Instructor/trainer Manager training Training program Instructor training Training tasks Performance tests		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) and Self-contained programs, developed to teach instructors and training managers how to use performance-based training and evaluation practices in Army units, are described in ARI Technical Report 77-A12. Products include the Directed Practice Program for TO&E Unit Training Managers and Trainers, Appendix D (bound separately); Guided Self Study Program for TO&E Unit Training Manager Course, Appendix E (bound with Appendix F, Book Solutions to the Guided Self Study Program for training managers); Directed Practice		

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Program for TOG Unit Instructor/Trainer Course, Appendix G (bound separately);
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Appendix H (bound with Appendix I, Book Solutions to the Guided Self Study
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2

APPENDIX A

Task No. Mgr Trainer POI POI	Performance Objectives	Performed by Manager Trainer
B-1 -	Given access to guidance documents normally found in TO&E units, prepare a list of possible unit missions.	X
B-2 -	Given a unit mission, list tasks the unit must perform if that mission is to be achieved. Each task must be obviously relevant to the mission and be stated in behavioral terms.	X
B-3 B-1	Given task statements that are vague or incomplete, make the statements more precise. A task should have an explicit action verb plus an explicit item acted upon.	X ¹ X
B-4 -	Given a unit task, and a tabulation of all unit job positions, list tasks each job holder in the unit must perform if that mission is to be achieved. Each task must be obviously relevant to the mission and be stated in behavioral terms. (Trainer Task B-2)	X ¹
- B-2	Given the name of a job position (e.g., rifleman), list tasks that the person would have to perform. Each task should be obviously relevant to the job position. (Manager Task B-4)	X
C-1 C-1	Given a set of individual tasks and access to pertinent guidance documents (such as ASbjScds, TMs, ARTEPs, etc.), prepare a performance objective for each individual task. The objective should contain (a) statement of the actions, (b) conditions of performance, and (c) performance standards.	X ¹ X
C-2 C-2		X ¹ X
C-3 C-3		X ¹ X
C-4 C-4	Given a set of performance objectives, construct performance tests to measure the attainment of these objectives. Performance tests must exhibit characteristics consistent with those cited in TRADOC Pam 600-11.	X ¹ X
D-1 -	Given access to TRADOC Pam 600-11, instruct and monitor subordinates in proper procedures in administering individual performance tests.	X
D-2 -	Subordinates should administer tests according to the steps cited in TRADOC Pam 600-11.	X

Task No. Mgr Trainer POI POI	Performance Objectives	Performed by Manager Trainer
- D-1	Given a performance test, assemble the equipment and obtain the facilities needed to administer the test. All necessary material must be obtained.	X
- D-2	Given a performance test, administer it as a diagnostic test to soldiers. Tests should be administered according to steps cited in TRADOC Pam 600-11.	X
D-3 -	With TRADOC Pam 600-11 as a guide, train and monitor subordinates as they	X
D-4 -	conduct performance-based training. Subordinates should conduct training according to Section III, TRADOC Pam 600-11.	X
- D-3	Given a skill to teach, prepare a lesson plan or lesson outline to guide the conduct of training. The lesson plan should contain basic information about skill to be taught, source of test, administrative requirements, and procedures by which the class will be conducted.	X
- D-4	Given a set of skills to teach, secure needed resources. Resources should include personnel, equipment, facilities, and time needed. (Manager Task F-1)	X
- D-5	Given a performance test and a lesson outline, conduct a rehearsal of a class. The six principles and 3 phases of performance training must be employed.	X
- D-6	Given a performance test and a lesson outline, conduct a class designed to teach men skills in which they are deficient. The six principles of performance training must be used: <ol style="list-style-type: none"> (1) Present only information soldier needs at time he needs it. (2) Require soldier to apply information immediately (perform). (3) Permit soldier to learn at his own pace. (4) Coach each soldier as needed and provide frequent feedback. (5) Administer performance tests on GO/NO-GO basis. (6) Perform System checks to ensure training program works. The 3 phases of performance training must be used: <ol style="list-style-type: none"> (1) Explanation/Demonstration/Talk-Through (2) Supervised practice with feedback (3) Performance check out. 	X

Task No.	Ngr Trainer POI POI	Performance Objectives	Performed by Manager Trainer
E-1	E-1	Given the results of a diagnostic performance test, decide which men need what training. Each task on which a soldier demonstrated a NO-GO performance should be selected.	X X ¹
E-2	-	Given information on performance deficiencies, select performance objectives for training. Objectives selected should be those that contribute most to mission readiness.	X
F-1	-	Given guidance from higher headquarters, identify and secure resources needed to assist in planning, conducting, and evaluating training and testing. The following must be identified: personnel, physical resources, financial resources, and time available for training and testing. (Trainer Task D-4)	X ¹
F-2	F-1	Given a set of objectives, sequence them so that they facilitate learning. The sequence should reflect these factors: (1) Objectives should be sequenced from simple to complex. (2) Certain objectives are prerequisite to other objectives. (3) Availability of resources may dictate order of objectives.	X ¹ X
F-3	-	Given a description of the training that must be undertaken, select the performance-based training methods to use to attain the performance objectives. Possible methods include Peer Instruction, Tutoring, Small Group/Physical Skills/Small Group/Social Skills, Role Playing, Physical Simulation, and Programmed Instruction	X
F-4	-	Given all the information necessary to develop a complete training schedule, prepare a training schedule for distribution to personnel who need it. Personnel can use the schedule effectively in managing training.	X
-	F-2	Given appropriate materials and needed information, record the progress of each soldier through the training program. The record should show the GO/NO-GO status of each soldier on each performance test measure.	X

Task No. Mgr Trainer FOI POI	Performance Objectives	Performed by Manager Trainer
- F-3	Given the results of a performance test administration, report the results, orally, or in writing, to your superior. Reports should indicate GO or NO-GO status of tested individuals, and should indicate which soldiers have not been tested.	X
G-1 G-1	Based on observations of training as it is conducted, evaluate utilization of training resources. Overages and shortages in training resource utilization must be identified and adjusted.	X ¹ X
G-2 G-2	Given reports of student achievement on end-of-training performance tests, identify training program inadequacies and possible causes of the inadequacies. All training program inadequacies must be identified and possible causes detected.	X ¹ X
G-3 G-3	Given areas of inadequate soldier performance, modify the training program to remove the identified inadequacies. Modified training program must yield acceptable soldier performance.	X ¹ X

Prime responsibility for accomplishing task

Directions to Evaluator for
Conducting a Proficiency Check in:

CONSTRUCTING A PERFORMANCE TEST FOR INDIVIDUALS

Objective: To test the individual's ability to construct a performance test for individuals, employing the established procedures for performance-oriented training and testing.

Action Required: The individual is to construct, dry run and revise a test for assessing individual performance of a mission-related job, and develop the necessary administrative and support materials required in administering the developed test.

Conditions:

Given: The individual being tested will have access to: the required training and testing references, the equipment and/or job materials required to perform the task, the facilities or terrain required for administering the test, and personnel sufficient for conducting a dry run.

Prior to Testing:

(1) The following references will be made available for each person taking the test: (a) Appropriate ARTEP, ATP, or ATT; (b) TRADOC Pam 600-11; (c) FM 21-6 (Test Edition); (d) TC 21-5-2; (e) FMs and/or TMs related to the content (subject matter) of the performance test being constructed.

(2) Explain testing conditions to each person being tested.

(3) Clarify any questions regarding testing conditions, action required, or procedures to be employed.

Instructions to Individual Being Tested: (To be read) "The objective of this test is to evaluate your ability to construct a test to assess a soldier's performance of a mission-related job, that is, you are to construct a performance test. You are to select a mission for your unit and then follow the appropriate procedures for constructing a test of individual job performance in accomplishment of that mission.

"You may use any resources available to you with the exception of existing performance tests of the same job. By prior arrangement with me, you may work with another individual to construct your test."

Standards: (To be read) "The test you construct must be complete for assessing the performance of an individual in accomplishing a mission-related job. It is to include the necessary administrative and support materials. You are required to dry run the test on five or more individuals and make whatever revisions you find to be necessary. You will be evaluated on the procedures you employ in constructing the test and assembling your materials, and on the revised test document that you produce. You will have two weeks in which to complete the requirements. You are required to contact me on a daily basis to discuss your progress and any problems you may encounter in the development of your test."

All listed procedures will be performed. There is no prescribed order of performance.

PERFORMANCE CHECKLIST

<u>Procedures:</u>	Pass	Fail
1. Specifies level at which individual to be tested is operating (soldier, team ldr., squad ldr., platoon sgt....)		
a. Identifies relevant unit mission(s)		
b. Identifies individual's job(s) under each mission		
c. Lists individual tasks to be tested in performance of job		
2. Specifies conditions for individual performance test(s)		
a. Day/night; indoor/outdoor		
b. Equipment and materials to be employed		
c. Support to be provided		
d. Information and instructions to be provided examinee		
e. Action requirements (WHAT the individual is required to do)		
3. Spells out individual actions/skill sequences for each task (HOW the individual is to accomplish required actions)		
a.		
b. How-To, step by step procedures as exemplified in TRADOC Pam 600-11.		
n.		

PERFORMANCE CHECKLIST (continued)

	Pass	Fail
4. Specifies standards of performance expected of individual		
a. Criterion reference(s)		
b. Time requirement(s)		
c. Completeness of performance		
d. Sequencing of performance		
5. Prepares administrative materials		
a. Writes directions to test administrator and examinee		
(1) Test set-up (equipment, materials, layout)		
(2) Conducting test		
(3) Recording/reporting results (to examinees; to superiors)		
(4) Restoring test area, equipment, materials		
b. Constructs evaluator's performance scoresheets		
c. Constructs recording/reporting forms		
6. Dry-runs test to determine its completeness and administrative feasibility		
7. Revises test using findings from dry-run		

Directions to Evaluator for
Conducting a Proficiency Check in:

PREPARING TO CONDUCT TRAINING

Objective: To test the individual's ability to make preparations for the conduct of performance-oriented training.

Action Required: The individual is to make all preparations for training, including: sequencing of skill training, selection of training techniques, determination and scheduling of support needs, preparation or assembly of administrative and support materials, preparation of training site, instructor training, and preparation of training schedule.

Conditions:

Given: The individual being tested will have access to the required training and testing references, the equipment and/or materials required to perform the task, the facilities or terrain required for conducting the training, and personnel required to serve as instructors.

Prior to Testing:

- (1) The following references/materials will be made available for each person taking the test: (a) All performance tests relevant to the training to be conducted; (b) All available support documents; (c) Appropriate ARTEP, ATP or ATT; (d) TRADOC Pam 600-11; (e) FM 21-6 (Test Edition); (f) TC 21-5-2; (g) FMs and/or TMs related to content (subject matter) of training to be conducted.
- (2) Explain testing conditions to each person being tested.
- (3) Clarify any questions regarding testing conditions, action required or procedures to be employed.

Instructions to Individual Being Tested: (To be read) "The objective of this test is to evaluate your ability to make all preparations required for the conduct of performance-oriented training. You are to select an identified training need for your unit and then follow the appropriate procedures for preparing the training that will meet that need.

"You may use any resources available to you."

Standards: (To be read) "You will be evaluated on the procedures you follow in developing your training program. The program must be complete, including sequencing of skill training, use of appropriate performance training and testing techniques, arrangements for required support, preparation of training site, instructor training and preparation of a training schedule.

"You will have two weeks in which to complete the requirements.

"You are required to contact me on a daily basis to discuss your progress and any problems you may encounter in the development of your training program."

All listed procedures are to be performed. There is no prescribed order of performance.

PERFORMANCE CHECKLIST

<u>Procedures:</u>	Pass	Fail
1. Determines priority of training deficiencies		
2. Determines any necessary sequencing of sub-skill components		
3. Selects performance-oriented training techniques. Considers use of actual equipment, mock-ups, miniaturization, simulators, drills, terrain models,...		
4. Determines need for training support		
a. Personnel		
b. Equipment		
c. Materials		
5. Prepares/assembles support materials		
a. Administrative documents		
b. Instructor's guides		
c. Performance tests		
d. Training aids		
e. Manuals		
f. Regulations		
g. Equipment		
6. Schedules facilities, time, equipment, and instructional media		
7. Lays out training site		
a. Demonstration area(s)		
b. Supervised skill practice area(s)		
c. Performance test area(s)		

PERFORMANCE CHECKLIST (continued)

	Pass	Fail
8. Instructs trainers		
a. Administers performance test to trainers		
b. Conducts skill practice for trainers		
c. Distributes training guidelines		
(1) Support personnel instructions		
(2) Training site use		
(3) Equipment use		
(4) Time allocations		
d. Explains record and report forms and procedures		
9. Prepares lesson outline using performance test as a guide		
10. Rehearses conduct of training		
a. Demonstration		
b. Supervision of skill practice		
c. Conduct of performance test(s)		
11. Critiques trainer's rehearsals		
12. Schedules trainees		
a. Number		
b. Date, time, place		

Directions to Evaluator for
Conducting a Proficiency Check in:

CONDUCTING TRAINING

Objective: To test the individual's ability to conduct performance-oriented training.

Action Required: The individual is to conduct training, maintain training records, and follow up training.

Conditions:

Given: The individual being tested will have access to the required training and testing references and documents and to the equipment, materials, facilities and personnel required for the conduct of training.

Prior to Testing:

- (1) The following references/materials will be made available for each person taking the test: (a) A training plan; (b) Training schedule; (c) All performance tests relevant to the training to be conducted; (d) All required support documents; (e) TRADOC Pam 600-11; (f) FMs and/or TMs related to content (subject matter) of training to be conducted.
- (2) Explain testing conditions to each person being tested.
- (3) Clarify any questions regarding testing conditions, action required or procedures to be employed.

Instructions to Individual Being Tested: (To be read) "The objective of this test is to evaluate your ability to conduct, follow-up and maintain records of performance-oriented training. You will be assigned to a scheduled training activity for your unit.

"You may use any resources available to you."

Standards: (To be read) "You will be evaluated on the procedures you follow in conducting the training, including the related testing. You must maintain training records and conduct any required training follow-up.

"You will have two scheduled training sessions in which to complete the requirements.

"All training and testing will be performance-oriented in accordance with established procedures."

All listed procedures will be performed following the guidelines provided in TRADOC Pam 600-11. Steps 1-5 must be performed in that order.

PERFORMANCE CHECKLIST

Procedures:	Pass	Fail
1. Organizes trainees		
a. Divides into small groups		
b. Assigns assistant instructors		
c. Assigns space		
d. Assigns equipment		
e. Distributes training materials		
2. Gives brief orientation		
a. States training objective(s)		
b. States training administration "rules"		
(1) Breaks		
(2) Troop movement		
(3) Procedures for conduct of training		
c. States time allocated for training		
d. States safety requirements (if applicable)		
3. Conducts skill(s) demonstration or talk-through		
a. Goes through (step-by-step) skill(s)/ procedure(s) to be taught		
(1) Trainees watch whole procedure, or		
(2) Trainees follow along doing each step as it is demonstrated		
b. Insures that all trainees can follow, see, hear		
c. Sets pace to suit group		
4. Conducts skill practice		
a. Gives attention and help to individuals who need it		
b. Provides feedback, corrections, coaching		
c. Insures individual active participation ("hands-on") in skill practice		
d. Insures full use of practice materials/ equipment		
e. Supervises and guides instructional activities of assistant instructors		
f. Assigns trainees who have passed the test(s) to coach slower learners		

PERFORMANCE CHECKLIST (continued)

	Pass	Fail
5. Conduct performance test(s) Uses procedures prescribed in para. 3 of performance test titled "Conduct and Interpret Performance Test(s)"		
6. Maintains training records Records individual progress and training status		
7.. Determines need for training follow-up		
a. Schedules remedial/make-up skill practice		
b. Assigns trainers (may use qualified trainees as peer coaches)		
c. Administers performance test(s) to verify effects of remedial/make-up skill practice		
d. Completes/updates training records		
8. Follows training plan		
a. Uses support documents		
b. Follows training guidelines		



Directions to Evaluator for
Conducting a Proficiency Check in:

CONDUCTING AND INTERPRETING RESULTS OF PERFORMANCE TESTS

Objective: To test the individual's ability to conduct performance tests, and to interpret, record and report test results.

Action Required: The individual is to obtain resources for testing, train test administrators, conduct the test, record and report test results.

Conditions:

Given: The individual being tested will have access to a performance test for job duties (or tasks) familiar to him, the equipment and/or materials required to perform test measures, the facilities or terrain required for conducting the test, and personnel to serve as test administrators and as examinees.

Prior to Testing:

(1) The following references/materials will be made available for each person taking the test: (a) The performance test, including Directions to Evaluator and performance scoresheets; (b) TRADOC Pam 600-11; (c) All required test support documents.

(2) Explain testing conditions to each person being tested.

(3) Clarify any questions regarding testing conditions, action required or procedures to be employed.

Instructions to Individual Being Tested: (To be read) "The objective of this test is to evaluate your ability to conduct a performance test and to interpret, record and report test results. You are required to obtain resources for the test, train test administrators, conduct the test and record, interpret and report test results.

"You may use any resources available to you. If you encounter any delays in obtaining resources or personnel, notify me when you are ready to conduct the test, which I will observe."

Standards: (To be read) "You will be evaluated on the procedures you follow in training test administrators and in conducting the test. Your record of test results will be

evaluated for completeness and your interpretation and report of test results will be evaluated for accuracy and appropriateness.

"You will have two weeks in which to complete the requirements."

All listed procedures will be performed. Steps 1-5 will be performed in that sequence, but individual sub-item sequences are not prescribed.

PERFORMANCE CHECKLIST

<u>Procedures:</u>	<u>Pass</u>	<u>Fail</u>
1. Obtains resources for testing		
a. Determines needs		
(1) Lists facilities (indoor/outdoor space)		
(2) Lists equipment and test materials		
(3) Specifies test administrator numbers and qualifications		
(4) Specifies support personnel numbers and qualifications		
(5) Specifies time requirements		
b. Coordinates needs with S-3		
2. Trains test administration personnel		
a. Requires study of test procedures by test personnel		
b. Supervises set-up of test site by test personnel		
(1) Arrangement of equipment and facilities		
(2) Assembly of test administration materials		
(a) Instructions to testers and examinees		
(b) Performance scoresheets		
(c) Recording/reporting forms		
(d) Test materials and equipment required for examinees to take test		
c. Conducts test administrator rehearsal		
(1) Instructs support personnel		
(2) Dry-runs conduct of test		
3. Conducts test		
a. Makes tester/examinee assignments		
b. Reads test situation to examinees		
c. Observes and rates individual performance using stated test standards		
d. Records results of individual performance		
e. Provides critique to individual examinees		

PERFORMANCE CHECKLIST (continued)

	Pass	Fail
4. Records test results		
a. Tallies individual failures by skill area		
b. Makes rosters of individual training needs by skill area		
5. Reports to superior information on		
a. Conduct of test(s)		
b. Results of test(s)		
c. Interpretation of test results		

Directions to Evaluator for
Conducting a Proficiency Check in:

EXERCISING QUALITY CONTROL OF TRAINING

Objective: To test the individual's ability to establish and/or exercise quality control of training system effectiveness.

Action Required: The individual is to evaluate training and test administration and use of resources in the training system within a specified time limit. In a long-range activity the individual will set up and maintain an operations control record and will evaluate overall training system effectiveness.

Conditions:

Given: The individual being tested will have access to an ongoing training system and personnel, equipment/materials, facilities/terrain required for conducting quality control checks.

Prior to Testing:

- (1) Explain testing conditions to each person being tested.
- (2) Clarify any questions regarding testing conditions, action required or procedures to be employed.

Instructions to Individual Being Tested: (To be read) "The objective of this test is to evaluate your ability to establish and exercise quality control procedures of the ongoing training system.

"You are required to evaluate the conduct of training and testing and the use of resources. Following that you are required to set up and maintain a training system operations control record and to employ procedures for evaluating training system effectiveness, including any corrective actions.

"You may use any resources available to you. If you encounter any delays in obtaining resources or personnel, notify me immediately.

"You are required to contact me when you have completed your evaluation of training, testing and use of resources. At that time we will make the necessary arrangements for the long-range portion of the test."

- z Standards: (To be read) "You will be evaluated on your written evaluation of training, testing and use of resources. You will have four weeks in which to complete this portion of the test.

"You will be evaluated further on your operations control record and your procedures, records and recommended corrective actions for maintaining training system effectiveness. The duration of this portion of the test will be determined prior to start."

In making his training observations, the individual is to perform all procedures outlined below. Steps 1-3 may be performed in any sequence, but must precede the performance of Steps 4 and 5. There are no other prescribed sequences for performing these procedures.

PERFORMANCE CHECKLIST

<u>Procedures:</u>	Pass	Fail
1. Evaluates administration of individual performance test(s)		
a. Checks on use of performance scoresheets		
b. Checks uniformity of administration procedures		
c. Checks uniformity of scoring		
d. Checks adherence to test standards		
e. Checks adherence to test conditions		
2. Evaluates conduct of training		
a. Checks that training is performance-oriented rather than lecture-oriented		
(1) Checks that training is functional and job related		
(2) Checks that individual attention is provided to trainee		
(3) Checks that clear standards for skill performance are employed		
b. Checks on inclusion and quality of demonstration/talk-through		
c. Checks on active participation skill practice		
d. Checks on provision of feedback corrections, coaching to trainees		

PERFORMANCE CHECKLIST (continued)

	Pass	Fail
3. Evaluates use of resources		
a. Checks adequacy of training time allocations		
b. Checks adequacy of testing time allocations		
c. Checks effectiveness of personnel assignments and use		
(1) In demonstration and skill practice		
(2) In testing skill performance		
d. Checks adequacy of equipment allocations and condition		
(1) In demonstration and skill practice		
(2) In testing skill performance		
e. Checks adequacy of facilities		
(1) In demonstration and skill practice		
(2) In testing skill performance		
4. Sets up and maintains training system operations control record		
a. Records unit training status in relation to training goals		
b. Records individual training progress and status		
c. Records personnel, equipment, facilities needs and allocations		
d. Updates current training schedule		
5. Evaluates training system effectiveness		
a. Re-tests samples of trainees by employing either:		
(1) Selected trainees/all tests		
(2) All trainees/selected tests		
b. Evaluates performance re-test results to identify existing or potential problems		
(1) Analyzes pass/fail rates		
(2) Analyzes skill failure patterns		
(3) Analyzes skill retention data		
c. Takes corrective action(s) as necessary in coordination with supervisor		
(1) In test(s)		
(a) Standards, conditions		
(b) Procedures		
(c) Conduct of test(s)		
(d) Scoring		

PERFORMANCE CHECKLIST (continued)

	Pass	Fail
(2) In training		
(a) Time, personnel, facilities, equipment, materials		
(b) Support documents, training guidelines, procedures		
(c) Scheduling		
(d) Remediation of re-test failures		
(3) In unit administrative policies/procedures and SOPs		

INTRODUCTION

(For The Manager)

When answering the following questions be as specific and as detailed as you can. Do not assume that the test scorer will know what you "really" mean or that he can read between the lines. Make certain there is no doubt about what you mean.

1. For the rifle squad mission of "Ambush Patrol," list 2 or 3 unit tasks that must be performed.

2. Rewrite this vague task statement so that the intended performance outcome is clearer.

"Maintain vehicle properly"

Write as many new statements as you think would be necessary for a subordinate to understand what was meant.

3. Unit: Rifle Squad
Mission: Reconnaissance Patrol
Unit Task: Conduct a reconnaissance patrol

For this unit task, list at least 6 individual tasks that men in the unit must perform. Indicate who performs each task.

4. Below are some possible elements of a performance test; some elements probably do not need to be there. Check which they are.

☐ Test conditions
☐ Necessary equipment
☐ Age of soldier
☐ Rank of soldier
☐ Test situation
☐ Test constructor
☐ Time in service
☐ Performance measure
☐ Test standard

5. There are three major phases of performance-oriented training. Which of the 3 clusters of phases below is the correct one?

a.	b.	c.
Introduction	Demonstration	Explanation
Presentation	Practice	Demonstration
Close	Check Out	Check Out

6. You have been given the job of preparing a performance test to measure how well a soldier is able to change a front wheel on a 1/4 ton truck (Jeep). Assume the truck has a flat tire.

- a. Describe the conditions under which the soldier will be required to perform the task of changing the wheel.

- b. Describe the resources (equipment, personnel, etc.) that will be required in order to conduct the test of changing a front wheel.

- c. Describe the instructions that the test administrator will give to the soldier who will be tested.

- d. Describe the actions that the soldier will be required to take in order to change the wheel.

- e. Describe the standards that the soldier must meet in order to pass the test.

7. You have been given the job of preparing an NCO to teach some soldiers how to operate a new piece of equipment. You want to be sure that the NCO does a good job. Describe the actions that you would take to prepare the NCO to teach the class.

8. You have been given the job of monitoring classes that are being given by some NCOs.

- a. Describe the important things that you should look for during the explanation/demonstration/talk-through phase of the class.

- b. Describe the important things that you should look for during the skill practice phase of the class.

- c. Describe the important things that you should look for during the check-out phase of the class.

9. Despite the best efforts of your NCOs, a number of soldiers fail to pass the performance test that was given at the end of a class. Describe the follow-up actions that must be taken to remedy the situation.

10. You have been given the job of preparing an NCO to administer a performance test. You want to be sure that the NCO does a good job. Describe the actions that you would take to prepare the NCO to administer the test.

11. Your men have just completed a performance test concerned with putting a field radio into operation. What information do you want to record about the outcome of the test?

12. As a special quality control measure, you have set up an independent team to administer performance tests above and beyond the tests administered by the NCOs who conduct the training.

You examine the results of the tests administered by the independent test team and see that a large number of men failed the test.

- a. What elements of the explanation/demonstration/talk-through phase of training can account for the high failure rate?

- b. What elements of the skill practice phase of training can account for the high failure rate?

- c. What elements of the check-out testing phase of training can account for the high failure rate?

- d. What elements of the independent testing can account for the high failure rate?

- e. What is the best way to find out the reason for the high failure rate?

INTRODUCTION

When answering the following questions, be as specific and as detailed as you can. Do not assume that the test scorer will know what you "really" mean or that he can read between the lines. Make certain that there is no doubt about what you mean.

1. Below are some possible elements of a performance test; some elements probably do not need to be there. Check which they are.

☐ Test conditions
☐ Necessary equipment
☐ Age of soldier
☐ Rank of soldier
☐ Test situation
☐ Test constructor
☐ Time in service
☐ Performance measure
☐ Test standard

2. There are three major phases of performance-oriented training. Which of the 3 clusters of phases below is the correct one?

a.
 Introduction
 Presentation
 Close

b.
 Demonstration
 Practice
 Check Out

c.
 Explanation
 Demonstration
 Check Out

3. You have been given the job of teaching some soldiers how to operate a new piece of equipment. Describe the actions that you would take to prepare to teach the class.

4. You have been given the job of conducting some training classes.

- a. Describe the important things that you should do during the explanation/demonstration/talk-through phase of the class.

- b. Describe the important things that you should do during the skill practice phase of the class.

- c. Describe the important things that you should do during the check-out phase of the class.

5. Despite your best efforts, a number of soldiers fail to pass the performance test that was given at the end of a class. Describe the follow-up actions that must be taken to remedy the situation.

6. You have been given the job of administering a performance test. Describe the actions that you would take to prepare for and administer the test.

7. Your men have just completed a performance test concerned with putting a field radio into operation. What information do you want to record about the outcome of the test?

8. As a special quality control measure, an independent team was set up to administer performance tests above and beyond the tests administered by the NCOs who conduct the training.

You examine the results of the tests administered by the independent test team and see that a large number of men failed the test.

- a. What elements of the explanation/demonstration/talk-through phase of training can account for the high failure rate?

- b. What elements of the skill practice phase of training can account for the high failure rate?

- c. What elements of the check-out testing phase of training can account for the high failure rate?

- d. What elements of the independent testing can account for the high failure rate?

- e. What is the best way to find out the reason for the high failure rate?
